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Beginning Teacher Satisfaction With Employment In Southwest Florida: R

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BEGINNING TEACHER SATISFACTION WITH EMPLOYMENT IN SOUTHWEST FLORIDA: RELATIONSHIP TO ATTRITION

by

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ABSTRACT

The United States Department of Education predicts that the nation will need more than one million new teachers by the year 2010 (U.S.DOE, 1996). At the same time, 43% of teachers leave the profession within their first five years of employment. Southwest Florida is experiencing a tremendous growth rate. This growth rate pattern has been predicted to continue through the year 2010. The school districts of Southwest Florida find themselves scrambling to build new schools in order to keep pace with the growth. These new schools must be staffed with qualified teachers. The No Child Left Behind Act of 2001 coupled with the Class Size Reduction Amendment IX, has also increased the demand for qualified teachers. A child's teacher, next to the family, is the single most influential entity in their educational experience. A competent, caring, qualified teacher will make a lifelong impact on both the learning and development of a child.

The purpose of this study was to determine the factors that caused dissatisfaction for beginning teachers, and to determine if there was a relationship to attrition.

A total of 99 full-time Southwest Florida teachers participated in this study. The number of teachers from Charlotte County was 20, the number of teachers from Hendry County was 17, and the number of teachers from Lee County was 62. Data regarding dissatisfaction factors were analyzed to determine if a significant difference was observable between the three counties. In addition, the study addressed the racial and gender variables between counties as it related to dissatisfaction factors.

A two-way analysis of variance (ANOVA) was used to compare the dissatisfaction factors between the races and counties. Analysis of the data suggested that

there was no significant difference between race and county for any of the six factors. A two-way analysis of variance (ANOVA) was also used to compare the dissatisfaction factors between the gender and counties. Analysis of the data suggested that there was no significant difference between gender and county for five of the factors but there was a significant difference observed in factor 3, Safe Equipment, for gender.

The results of this study indicate that there are distinct factors that cause dissatisfaction for beginning teachers. The results presented in the current study offer implications that although a single factor cannot be directly linked to teacher attrition, it does suggest that a combination of factors may lead to attrition. This data can inform educators that supervise beginning teachers of areas of concern. Decreasing the number of dissatisfaction factors can increase the probability that beginning teachers will not leave the profession within their first five years of employment.

To my Mom Brenda and Dad L.V.

Thank you for teaching me the value of education.

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LIST OF ACRONYMS

DROP: Deferred Retirement Option Program

ESE: Exceptional Student Education

ESOL: English for Speakers of Other Languages

FACTOR 1: Training

FACTOR 2: Administrative Support

FACTOR 3: Safe Equipment

FACTOR 4: Two Duty

FACTOR 5: Team Vote

FACTOR 6: Finance

FBTP: Florida Beginning Teacher Program

FDOE: Florida Department of Education

FPMS: Florida Performance Measurement System

NASBE: National Association of the State Boards of Education

NASDTEC: National Association of State Directors of Teacher Education and Certification

NCAC: National Center for Alternative Certification

NCEI: National Center for Education Information

NCES: National Center for Educational Statistics

NCLB: No Child Left Behind

POP: Professional Orientation Program

USDOE: United States Department of Education

CHAPTER I: INTRODUCTION

Background and Significance

The United States Department of Education predicts that by the year 2010, there will be a need for more than one million new teachers. This projected figure is about half of the current teacher force we have in both elementary and secondary schools which is composed of 2.6 million (National Center for Educational Statistics, 1998). Student enrollments are rising rapidly while, simultaneously, veteran teachers are nearing retirement age. These two factors combine to equal teacher shortage.

The scarcity of educators in some specialty areas coupled with a shortage of those willing to work in urban schools are noteworthy factors in the present discussion of a teacher shortage. The passage of two momentous pieces of legislation within the past two years has crystallized the teacher shortage problem.

The No Child Left Behind Act of 2001, a Federal law signed by President George W. Bush, is a landmark educational reform designed to improve student achievement and change the culture of America's schools. This Act means new, tougher guidelines for all teachers hired with Federal dollars. One specific part of the No Child Left Behind Act is that it champions improving teacher quality. States and localities are given flexibility in the use of federal funds so that they may focus more on improving teacher quality. States

will be expected to ensure that effective teachers teach all children. What this means in practical terms is that states and localities will be requiring more benchmarks for new as well as current teachers to obtain certification (No Child Left Behind Act, 2002).

The citizens of Florida passed Florida's Ballot Initiative to Reduce Class Size, Amendment IX, in November of 2002. This State Law constitutionally mandates legislative funding, beginning the fiscal year 2003-2004. The number of students in each classroom will be reduced by at least two students each year until the end of the 2010-2011 school year. By the year 2010-2011, classrooms will be capped at the following limits: 18 students in grades pre-kindergarten through 3; 22 students for grades 4 through 8; and 25 students for grades 9 through 12.

Section 1012.07 of the Florida Statutes requires that the State Board of Education identify areas of critical teacher shortage annually. Middle and high school level science and mathematics, technology education, exceptional student education programs (ESE), and reading, were among the list of areas identified as having a critical shortage of teachers for the 2003-2004 school year.

Southwest Florida has experienced an explosive growth rate within the past ten years. Economists are predicting that this growth pattern will continue into 2010. The group with the second highest growth rate is that of 25-44 years of age. With this high number of persons of childbearing age moving to Southwest Florida, school districts are experiencing a need to build a number of new schools that must be staffed with new teachers.

With this desperate need to hire new teachers in Southwest Florida, it is imperative that research is conducted to examine why teachers are leaving the profession

within their first five years. Veteran teachers are beginning to retire in large numbers, just as student enrollments are beginning a decade-long rise. The two factors spell shortage.

The need for teachers is presently at a critical level. The demand for the number of classroom teachers of color that was needed between 1995 and 2000 was increased from 187,000 to 227,000 (Gerald & Husser, 1990). The three school districts of Southwest Florida employ approximately 5,128 full time teachers. With respect to the passage of Amendment IX, data from the Florida Department of Education suggest that by the year 2010, the need for new teachers in Southwest Florida school districts will be 1,132 (22.1%). Ingersoll (2003) reported from a School and Staffing Survey on public school teachers from 1987-2000, that 40-50% of beginning teachers leave after five years. A survey completed by the 1997 National Center for Education Statistics found that teachers are leaving the profession because of student discipline, inadequate administrative support, motivational problems, poor salary, and insufficient influence over school policies and practices (Hardy, 1999). This turnover is greater in high-poverty and urban schools (Ingersoll, 2003). There are three inherent problems that place rural districts at a disadvantage: teachers are not compensated as well as other rural professionals; rural states pay less than more populated states; and within states, rural teachers have lower salaries than their suburban and urban peers (Jimerson, 2003). The highest non-rural salary as compared to the highest rural salary reported in fiscal year 2002 was $57,000 versus $40,200 for a difference of $16,800 (Jimerson, 2003). This statistic affects Southwest Florida because there are areas within this region that are classified as rural schools.

Purpose of the Study

Recent legislation has launched the profession into a potentially critical position. It is imperative that Florida educators identify the major reasons why teachers are dissatisfied with and are leaving the profession within the first five years. The purpose of this study was to identify the major factors causing job dissatisfaction and its relationship to attrition in beginning teachers of K-12 public education in three School Districts of Southwest Florida.

Research Questions

This study was guided by the following research questions:

1. What are the major reasons why teachers are leaving the profession?
2. Do the major reasons for leaving the profession differ between Charlotte, Hendry, and Lee Counties?
3. What are the racial demographics between Charlotte, Hendry, and Lee County teachers and does race influence the teacher's decision for leaving the profession?
4. Does gender influence the teacher's decision for leaving the profession in Charlotte, Hendry, and Lee counties?
5. How do the major reasons identified in Southwest Florida compare with the National Trends for teacher satisfaction and attrition?

Definition of Terms

For the purpose of clarification, the following definition of terms will be used throughout this study.

Beginning Teacher: Full time teacher having taught no longer than five years.

Interschool System: The primary mode of computer communication within a school district.

LEP: Limited English Proficiency

Majority: Caucasian / White.

Minority: Non-white (African American, Asian American, Black, Cuban, Hispanic, Native American, Pacific Islander, and Puerto Rican).

Southwest Florida: The county public school districts of Charlotte, Hendry, and Lee.

Teacher: Certified full-time K-12 public school employee.

Assumptions

An assumption of this study was that The Teacher Satisfaction Survey was a valid and reliable instrument. The assumption was made that subjects responded to each item truthfully and unbiased. Uncontrolled variables such as time of day and emotional state of the individual when completing the survey may affect the results. The assumption was made that all participating teachers who identified themselves as being certified were in fact certified to teach.

Limitations

A limitation of the proposed study was the scope of the population. The teacher pool was limited only to full time K-12 public school teachers in the three county School

Districts of Charlotte, Hendry, and Lee Counties. There is no consistency as to how each district defines "full-time" teacher. Such a limitation should be considered when generalizing the results of this study to be reflective of Southwest Florida's teachers.

Additionally, summer travel might have had an impact on the number of individuals who participated in the study.

Methodology

The methodology of this study was survey research designed to solicit factors which caused dissatisfaction among beginning teachers. These factors were examined to determine if there was a relationship between them and teacher attrition within the first five years of employment. Responses to each item of the survey were tabulated using the frequencies subprogram of the Statistical Package for the Social Sciences (SPSS). Descriptive statistics were used to provide an overview of responses and to report beginning teacher attrition factors. Descriptive statistics were also obtained to address research questions one through five. To complete the data analysis, a two-way analysis of Variance (ANOVA) was run to compare gender responses in the various school districts. There was no attempt to change the condition of the subjects that were identified for this study. This cross-sectional descriptive study was executed to identify any dissatisfaction factor relationships between the subjects of the study.

Population

The target population for this study consisted of K-12 public school teachers in the counties of Charlotte, Hendry, and Lee. Contact was made with the office of the superintendent for the Charlotte County School District, Hendry County School District,

and the Lee County School District. Permission was granted to conduct the study in each district.

The contact person for each district supplied a list of teachers who were hired in their school district since the 1999-2000 school year. There were a total of 2,087 teachers hired within the three school districts beginning with the 1999-2000 school year. The School District of Charlotte County identified 404 teachers, the School District of Hendry County identified 204 teachers, and the School District of Lee County identified 1,479 teachers. All teachers of the Charlotte and Hendry County School Districts were e-mailed to solicit their participation in the study. Six hundred eight randomly selected teachers in Lee County were e-mailed and solicited for their participation. Participants were mailed a survey and a stamped self-addressed envelope.

Instrumentation

A survey instrument was obtained from a study conducted by the Public Schools of North Carolina. Permission to use the survey was requested from the Director for the Division of Human Resource Management for The North Carolina State Department of Public Instruction. The survey was modified to fit the needs of this study. Although the survey was not substantially modified from its original form, a pilot survey was conducted to test the reliability and the validity of the modified instrument. Thirty-three full time K-12 teachers were solicited to participate in the pilot survey. Each participant in the pilot had more than 5 years of teaching experience. The survey (Appendix A) was the instrument utilized in both the pilot and the research study to determine factors that caused dissatisfaction and their possible relationship to attrition of beginning teachers in Southwest Florida.

Data Analysis

The pilot survey was conducted during the first week of March, 2004. The data were analyzed for its reliability and validity. Once the instrument was determined to be both reliable and valid, and after receiving permission from the School Districts of Charlotte, Hendry, and Lee Counties, the survey was mailed to and collected from the teachers. Demographic information and Likert scale factors were entered in a database for comparison between the groups.

Responses to each item of the survey were tabulated using the frequencies subprogram of the Statistical Package for the Social Sciences (SPSS). Descriptive statistics were used to provide an overview of responses and to report beginning teacher attrition factors. Descriptive statistics were also obtained to address research questions one through five. To complete the data analysis, a two-way analysis of Variance (ANOVA) was run to compare gender responses in the various school districts.

CHAPTER II: REVIEW OF THE LITERATURE

Introduction

Throughout the nation, newspapers continuously report the teacher shortage problem facing public schools today as being at epic proportions (Ingersoll, 1998; National Association of State Boards of Education, 1998). As a result, states scramble as quickly as possible to develop and implement new training programs and new incentive programs in an attempt to attract more teachers to the profession (Ingersoll, 1998; National Association of State Boards of Education, 1998). However, according to researchers, this problem is much more complex than what is being presented in the media. Unless these new incentives and new training programs address the complexity of the teacher shortage dilemma, the primary cause of the problem will not be addressed and the dilemma might actually become accelerated (Ingersoll, 1998; National Association of State Boards of Education, 1998).

National Education

There were approximately 2.7 million full time equivalent public school teachers in the United States in the fall of 1996. In the 1993-1994 school year, 73% of teachers were female and 27% were male. During that same year, 87.3% of teachers were white, 6.7% were Black, 4.1% were Hispanic, 1.1% were Asian, and 0.7% were American Indian. Retirements, increasing student enrollment, and new laws requiring smaller class size are reasons that researchers agree the United States will need to implement strategies to attract more teachers to the profession within the next ten years (Baker & Smith, 1997; Wayne, 2000).

According to Hardy (1999), about 7% of teachers are annually leaving the profession. Hardy stated that a survey completed in 1997 by the National Center for Education Statistics indicated that teachers leave because of poor student behavior, poor administrative support, tarnished motivation and inadequate salary and benefits. Approximately 46% of new teachers hired into the nation's public school districts are first-time teachers. Many formally trained education graduates reported that they received inadequate, if any, strategies in student discipline and classroom management (U.S.DOE, 1996). Forty-three percent of first year teachers in Florida reported that they were minimally or ill-prepared for dealing with teaching stress (U.S.DOE, 1996).

Minority Teachers

The demand for the number of classroom teachers of color that would be needed nationwide between 1995 and 2000 increased from 187,000 to 227,000 (Gerald & Husser, 1990). A study conducted by the National Center for Education Statistics (NCES) reported that 25 % of new teachers quit the profession within their first five years of teaching (Gerald & Husser, 1990). The demographics of today's teaching force show that one-third of teachers have twenty or more years of experience; and two-thirds are at least at mid career (U.S.DOE, 1996). With that being the case, k-12 school enrollment in the United States is at its highest peak since the 1960s. These current phenomena strongly suggested that by the year 2000, and each successive year, there would be a significant shortage of minority teachers (Gerald & Husser, 1990).

Retention of teachers is a district-wide problem. Teacher turnover is distinctively noted in areas such as math, science, and special education (Ingersoll, 2000). This

problem is more pronounced in schools located in low income and high poverty areas (Hare & Heap 2001a, 2001b; National Association of State Boards of Education, 1998). High teacher turnover presents the educational system with a number of problems. Not only does it force states, districts, and schools, to devote significant attention and financial resources, but it also forces the districts to expend enormous amounts of time and effort on teachers who have statistically been shown to leave the profession within a few years (National Association of State Boards of Education, 1998).

Teacher Shortage Debate

There is a distinct disagreement among researchers as to if and why this teacher shortage exists. Some researchers believe that there are not enough qualified teachers available to fill the current number of teacher vacancies. However, when comparing the number of job openings nationally to the number of qualified candidates nationally, there are more qualified candidates available than there are available vacant teaching positions. (Darling-Hammond, 2001; National Association of State Boards of Education, 1998).

By focusing simply on the variables of qualified candidates to the available positions, some citizens believe that educational groups and their legislative and bureaucratic benefactors are simply using the teacher shortage argument in order to increase teacher salaries. They believe that a teacher shortage crisis does not exist and that the public is simply being sensationally manipulated into accepting this idea (Peacock, 1998). Some education experts also identify with this position. They believe that the federal government simply wants to increase the amount of money spent on education by billions of dollars. According to the United States Bureau of Labor

Statistics, the nation has an average of two million *new* teachers per decade. However, analysts make a point to note that the term *new* does not necessarily refer to the hiring of teachers that have never taught before. The National Education Association reported that of the 2.2 million teachers hired for the 1995-1996 school year only a mere, 2.1%, (46,200), were teaching for the first time. Thus, the United States will need to hire approximately 45,000 newly trained teachers per year in the next decade. Skeptics point out that institutions of higher education have been awarding more than 100,000 bachelor's degrees in education per year this decade—and this trend is expected to continually increase. Statistics also show that there are approximately four million people residing in the United States, who are qualified to teach but are not teaching. Critics of this statistic claim that many of these teachers are being locked out by the current convoluted licensing system (Feistritzer, 1998).

The teacher shortage crisis exists due to many factors. One reason for this crisis is the unequal distribution of the teacher workforce. There are not enough qualified teachers who are willing to teach in the rural and urban school environment. There is a distinct shortage in those urban and rural schools that primarily serve students of color or low-income students. Shortages are also expressed geographically and in certain specialty areas such as bilingual and special education (Bradley, 1999; National Association of State Boards of Education, 1998). Some researchers take the argument one step further and assign the causative agent as being the high rate of teacher turnover (Ingersoll, 2000).

Along with the unequal teacher workforce distribution, another reason noted for the teacher shortage is not so much that the profession lacks an equally distributed, qualified workforce, but, that an abundance of teachers leave the profession (Ingersoll, 199). The United States Department of Education conducted a study in 1992-1993 of students who earned a college degree. The study cited that 20% of graduates who began teaching by the1994-1995 school year left the profession by the 1996-1997 school year (Boser, 2000). Other studies revealed that approximately 25% of beginning teachers leave the profession within their first four years of employment (Hare & Heap, 2001a).

Researchers are continuously seeking to identify why teachers leave the profession. It is true that retirement and the surplus of teachers has an impact on teacher attrition-- family matters, personal matters, and job dissatisfaction are among the most frequently cited attrition factors. Forty-two percent of teachers who left the profession due to job dissatisfaction cited lack of influence over decision making, student discipline problems, lack of student motivation, low salaries, and lack of school administration support as the influential factors in their decision to leave the profession (Ingersoll, 2001, 2002).

Florida Education

The school system of the State of Florida is the fourth largest school system in the United States. There are approximately 141,000 classroom teachers employed by the current public school districts. Of these current classroom teachers, approximately 10% resign each year. Some of the resignations are occurring to allow the teacher to move from one Florida school district to another. However, some of these same resignations

are allow the teacher to leave the profession. Thirteen to nineteen percent of teachers who leave the profession are leaving due to retirement (Florida Department of Education, 2004).

Teacher Retirement in Florida

Beginning with the calendar year 2006 and continuing through the year 2016, the number of teachers retiring from the public school system is projected to reach unprecedented heights. The two trends that are the primary contributors to this projected phenomenon are the aging of the current workforce and the Deferred Retirement Option Program (DROP). Thirty-three percent of teachers who were employed in Florida during the 1992-1993 school year were born between 1946 and 1954. Teachers of this group range from 52 to 70 years of age in the ten-year span between 2006 and 2016. In July of 1988, the Florida Retirement System implemented the DROP program. School district data indicates that 75% of teachers who were eligible to retire in 1988 entered the DROP program (Florida Department of Education, 2004).

To address the issue of resigning and retiring teachers, and to address annual growth patterns within a county, Florida school districts will need to fill 16,000 to 19,000 vacancies. These numbers represent more than 10% of the current teacher workforce. The most glaring part of this number is that it does not address the issue of extra teachers that will be needed to come in compliance with the passage of the class-size reduction amendment (Florida Department of Education, 2004).

Florida is expected to need approximately 200,000 new teachers in the next ten years to maintain the stability of the workforce with reference to the growth in student

population and those teachers who are reaching retirement age (Author, 2003). The accredited universities of the state of Florida currently produce about half of the needed workforce. This creates a situation that requires school districts to recruit both out of state and even abroad. In its findings, the State Chamber of Commerce Cornerstone report Florida was ranked in the lower designation of teacher salaries, even behind our neighboring states of Alabama and Georgia. In recent years, starting with the focus on beginning teacher salary, the school districts of Florida have extended much energy in the area of increasing teacher pay. Despite these pointed efforts, teacher salaries in Florida are still ranked below the national average in the majority of reports recently concluded by private and government agencies (Author, 2003).

Florida Beginning Teacher Induction

Legislation passed in 1982 established the Florida Beginning Teacher Program (FBTP). Beginning teachers were assigned a school administrator, a peer teacher, and third educator, such as a central office administrator that formed their support-team. In 1990, the FBTP was revised and reintroduced as the Beginning teachers Professional Orientation Program (POP). The POP for beginning teachers provides a mentor and support team in order to help the beginning teacher have a successful initiation into the teaching profession. Each school district in Florida is responsible for developing its own POP that is annually approved by the Florida Department of Education. Presently, many districts use the Florida Performance Measurement System (FPMS) as the primary tool for formative and summative evaluations (Sweeny, 1998).

Class Size Reduction

The class size reduction concept is not unique to the state of Florida. More than 20 states currently implement some form of class size reduction (Author, 2003). Florida, however, is the only state with a constitutional mandate involving universal class size reduction in pre-kindergarten through the 12th grade. The citizens of Florida passed Florida's Ballot Initiative to Reduce Class Size Amendment IX, in November of 2002. The State Constitution now requires class size be reduced and that the State Legislature provide sufficient funding for classrooms so that there is a limit on the maximum number of students in public school classes for all grade levels. Compliance with this amendment must be implemented by the beginning of the 2010 school year. The amendment also requires the Legislature to pay for the costs associated with reduced class size (Florida Department of Education, 2003).

This class size reduction amendment alone will increase the number of new teachers needed for districts to come into compliance. Coupled with the current condition of teacher shortages, the next ten years will be a critical time for education in Florida (Author, 2003). By utilizing all available state funds in order to specifically address compliance with the class size amendment, there will be minimal, if any, increase in teacher salaries. Florida's national rank with regards to teacher salary will only decline, and districts will be forced to develop alternative certification programs to maintain a stable and qualified workforce. (Author, 2003).

Governor Jeb Bush's signing of the Educational Reform Act of 2000, requires that every school district offer a competency based, on-the job alternative means for certification. The State Department of Education then designed a plan to satisfy the

requirement of the Reform Act of 2000. Purposing to come into compliance with the Educational Reform Act of 2000 and having identified future educational dilemmas facing the state, Florida is already on the leading edge of programs that offer alternative teacher certification (Milton & Flood, 2004). At two recent conferences, the National Center for Alternative Certification outlined specific criteria for prototypical alternative certification programs. Florida was one of only a handful of states that met every single criterion that was presented at the conference (Milton & Flood, 2004). The National Center for Education Information (NCIF) developed a classification system to distinguish, between states, the alternate routes that have been identified for teacher certification. Florida began a statewide initiative to implement a competency-based alternative certification program during the 2002-2003 school year. Not one institution of higher education controls the alternative certification program; however, several of these institutions are collaborating with the school districts of Florida to implement the approved alternative certification programs (NCAC, 1998).

There was a 4.7% increase in the number of full time teachers in the State of Florida from the 2002-2003 school year to the 2003-2004 school year. Increase was found in the African-American teacher population but there was a decrease in the percentage of Hispanic and Asian teachers (Florida School District, 2004). The percentage of White and American Indian teachers remained constant. There were approximately 148,198 full time public school teachers in the State of Florida during the fall of 2003. Seventy-five percent (75.4%) were White, 20,946 14.1% were Black, 9.5% were Hispanic, 0.8% were Asian, and 0.3% were American Indian. In the fall of 2002 there were 141,028 full time public school teachers in the State of Florida, 75.4%

were White, 14.4% were Black, 9.2% were Hispanic, 0.7% were Asian, and 0.3% were American Indian. Females made up 77.9% and males made up 22.1% of this total in 2002 (Florida District Data, 2004).

There were 3,815 schools at the beginning of the 2003-2004 school year in Florida. The majority of these schools were elementary schools. Almost 45% (44.9%) were elementary schools, 12.5% were middle/junior high schools, 11.2% were senior high schools and 37.6% were categorized as 'other' schools. Accordingly, there were more teachers employed at the elementary level and the majority of teachers in both elementary and secondary education were female. Thirty-eight percent of the teachers were elementary teachers, 89.9% were female and 10.1 % were male teachers. There was a total of 53, 157 (34.6%) secondary teacher and administrators, 60.9% were female and 39.1% were male. The majority of teachers in the State of Florida hold a Bachelors Degree. The State of Florida employed 153,453 teachers holding at least a bachelor's degree in the fall of 2002, 60.5% held a bachelor's degree, 35.5% held a Master's degree, .03% held a Specialist's degree and .01% held a Doctorate degree. (Florida School District, 2004).

Southwest Florida Education

Southwest Florida teachers accounted for 7,192 or 4.7% of teachers in the State of Florida. Southwest Florida accounted for 5.1% of the total schools in Florida. 4.6% of the total elementary schools, 5.9% of the total middle/junior highs, 5.6% of the total were senior highs and 4.7% of all other schools in the state at the beginning of the 2003-2004 school year. In the tri county area, teachers hold a bachelors degree, 38.0% hold a

masters degree, .02% hold a specialists degree and .01% hold a doctorate. (Florida School District, 2004).

Charlotte County Demographic Data

Charlotte County is described as a blue collar, working class county. Charlotte County has a total population of 121,695. As of 1993, 95% of the population was white and 5% was nonwhite. The per capita income in 1993 was $18,169. The median household income in 1987 was $25,746. In 1989, 5.2% of families had incomes below the poverty level. The greatest number of persons residing in Charlotte County during1992 was employed in the retail trade, services, and government sectors. In 1992, 214 farms accounted for 227,202 acres-51%, of the land in Charlotte County. The total taxable value of property was $5,973,109,419. Nearly eighty-one percent (80.7%) of those citizens 18 years of age or older registered to vote, 54.3% registered as Republicans while 38.6% registered as Democrats (Charlotte District Data, 2004).

The Charlotte County School District represents a medium sized rural school district. There was a total of 1,113 (15.5% of Southwest Florida) instructional staff in Charlotte County for the 2003-2004 school year. Seventy-four percent of the teachers were female teachers and 26% male. The average teacher salary for a Bachelor's and Master's degree was $36,779 and $44,959 respectively. The average number of years of experience for these degrees was 10.8 and 17.6 years respectively. There was a total of 18,263 pre-kindergarten through 12^{th} grade students, 81.6% were White, 8.3% were Black, 5.3% were Hispanic, 3.0% were Multiracial, 1.4% were Asian, and 0.3% were American Indian. For the 2002-2003 school year, the graduation rate was 68% and the dropout rate was 4.5%. There was a total of 12.3% reported suspensions. 5.9% were in-

school suspensions and 6.4% were out-of-school reported suspensions. Twenty-three percent of students were enrolled in the exceptional student education program (ESE), 0.9% of students had a primary language other than English and 32.8% of students received free or reduced lunch (Charlotte District Data, 2004).

Hendry County Demographic Data

Hendry County is described as a blue collar working class rural county. Hendry County has a total population of 28,601. In 1993, 80% of the population was white and 20% was nonwhite. The per capita income in 1993 was $17,441. The median household income in 1987 was $24,904, and in 1989, 15.3% of families had incomes below the poverty level. The greatest number of persons residing in Hendry County during 1992 was employed in the agriculture, services, and government sectors. In 1992, 389 farms accounted for 529,835 acres-71%, of the land in Hendry County. The total taxable value of property was $1,065,059,938. Almost 54% of those citizens 18 years of age or older registered to vote, 20.2% as Republicans and 76.9 as Democrats (Hendry District Data, 2004).

The Hendry County School District represents a small, rural school district. There was a total of 480 (.07% of Southwest Florida) instructional staff in Hendry County for the 2003-2004 school year, 75.9% were female, and 24.1% were male. The average teacher salary for a Bachelor's and Master's degree was $36,456 and $42,429 respectively. The average number of years of experience for these degrees was 6.9 and 11.3 years respectively. There was a total of 7,658 pre-kindergarten through 12th grade students. Nearly 35% of students were White, 16.0% were Black, 46.4% were Hispanic, 2.2% were Multiracial, 0.5% were Asian, and 0.4% of students were American Indian.

For the 2002-2003 school year, the graduation rate was 63.9% and the dropout rate was 4.1%. There were a total of 25.0% reported suspensions, 8.3% were in-school suspensions and 16.7% were out-of-school reported suspensions. Eighteen and a half percent of students were enrolled in the exceptional student education program, 8.4% of students had a primary language other than English and 67.9% of students received free or reduced lunch (Hendry District Data, 2004).

Lee County Demographic Data

Lee County is a diverse county and is best described as both white collar business class and blue collar working class. Lee County has a total population of 357,550. As of 1993, 92% of the population was white and 8% was nonwhite. In 1993 was $21,073. The median household income in 1987 was $28,448. In 1989, 6.1% of families had incomes below the poverty level. The greatest number of persons residing in Lee County during the year of 1992 was employed in the retail trade, services, and government sectors. In 1992, 517 farms accounted for 106,721 acres-21%, of the land in Lee County. The total taxable value of property was $19,374,421,790. Almost 68% of those citizens 18 years of age or older registered to vote, 53.3% registered as Republican and 37.7% registered as Democrat (Lee District Data, 2004).

The Lee County School District is best represented as a large urban school district. There were 3,636 (50.6% of Southwest Florida) full time instructional staff in Lee County for the 2003-2004 school year. The average teacher salary for a Bachelor's and Master's degree was $38,187 and $46,120 respectively. The average number of years of experience for these degrees was 10.54 and 17.67 years respectively. There was a total of 66,428 pre-kindergarten through 12th grade students. Sixty percent (60.2%) of

students were White, 14.7% were Black, 20.6% were Hispanic, 2.9% were Multiracial, 1.3% were Asian, and 0.4% were American Indian. For the 2002-2003 school year, the graduation rate was 68.3% and the dropout rate was 5.9%. There was a total of 19.2% reported suspensions. 10.5% were in-school suspensions and 8.7% were out-of-school reported suspensions. Twenty-one (21.4%) of students were enrolled in exceptional student education program, 9.9% of students had a primary language other than English and 45.0% of students received free or reduced lunch (Lee District Data, 2004).

Southwest Florida Demographic Data Summary

The three counties of Southwest Florida represent three separate dynamics in reference to their school districts. Charlotte is medium sized school district, Hendry is a small school district, and Lee is a large school district. Both Charlotte and Hendry County represent rural districts, whereas Lee County represents an urban district. In all three districts we found the majority of teachers were female. The majority of Southwest Florida teachers hold a bachelor's degree, whereas the average number of years of experience is 9.4 years with an average salary of $37, 140. Charlotte and Lee County had the majority of White students, whereas Hendry County had the largest percentage of Hispanic students. The suspension rates were rather consistent in Hendry and Lee County, however Charlotte County had the greatest number of suspensions (25%). Hendry County and Lee County had approximately the same number of students who had a primary language other than English, whereas Charlotte County had a reported percentage that was less than 1 (.09%). Charlotte and Lee County had less than 50% of their student population who received free and reduced lunch, whereas, Hendry County

reported the highest percentage 67.9%. These variables were considered to have a possible impact on the findings of the study.

CHAPTER III: METHODOLOGY

Design of the Study

A survey was used to determine what factors cause dissatisfaction for beginning teachers. These factors were also examined to determine if there was a relationship between them and teacher attrition within the first five years of employment.

The Sample

The target population for this study consisted of K-12 public school teachers in the counties of Charlotte, Hendry, and Lee. Contact was made and permission was granted by the office of the superintendent for the Charlotte County School District, Hendry County School District, and the Lee County School District. Research permission was granted by each of the School Districts.

The office of the superintendent for School Districts of Charlotte, Hendry, and Lee were contacted to obtain the name of the contact person for the data needed for the study. The contact person for Charlotte and Lee County School District were associated with the Research and Testing Division of the District. The contact for Hendry County was a secretary for the Superintendent. The contact person for each district supplied a list of teachers who had been hired in their school district since the 1999-2000 school year. There were a total of 2,087 teachers hired within the three school districts since the beginning of the 1999-2000 school year. The School District of Charlotte County identified 404 teachers, the School District of Hendry County identified 204 teachers, and

the School District of Lee County identified 1,479 teachers. All teachers of the Charlotte and Hendry County School Districts were e-mailed to solicit their participation in the study. Six hundred eight randomly selected teachers in Lee County were also e-mailed and solicited for their participation. This filtering process reduced the total available sample to 1,216. Of this list, two hundred teachers were mailed a survey and a self-addressed stamped envelope. One hundred eighteen teachers returned the survey for a return rate of 53.6%.

Instrumentation

A survey instrument was obtained from a study conducted by the Public Schools of North Carolina. Permission to use the survey was given by the Director for the Division of Human Resource Management for The North Carolina State Department of Public Instruction. The survey was modified to fit the needs of this study. Although the survey was not significantly modified from its original form, a pilot survey was completed to test the reliability and the validity of the modified instrument. There were 28 full time K-12 teachers who participated in the pilot survey. Four were from Charlotte County, 1 from Hendry County and 23 were from Lee County. Each participant in the pilot had more than 5 years of teaching experience. The survey was the instrument utilized in both the pilot survey and the research study. (See Appendix A) The survey was used to collect data on factors that cause dissatisfaction and their possible relationship to attrition of beginning teaches in Southwest Florida. A factor analysis and reliability test was run to determine the validity of the study instrument. The internal consistency value of Alpha among items (reliability) for the pilot survey was .8543. Thus, the instrument is sufficient to use for the actual study.

Data Collection and Analysis

The pilot was conducted during the week of May 13th, 2004. Data were analyzed for its reliability and validity. Once the instrument was determined to be both reliable and valid and after receiving consent from the School Districts of Charlotte, Hendry, and Lee Counties, the survey was mailed to and collected from the teachers. Demographic information and Likert scale factors were entered into a database for comparison between the groups.

Responses to each item of the survey questionnaire were tabulated using the frequencies subprogram of the Statistical Package for the Social Sciences (SPSS). Descriptive statistics were used to provide an overview of responses and to report beginning teacher attrition factors. Descriptive statistics were also obtained to address research questions one through five. To complete the data analysis, a two-way analysis of Variance (ANOVA) was run to compare gender responses in the various school districts.

Table 1 Validity Test Factors

Factor	Questions	Component	Value
	More Technology Training	1	.863
1 Training	More Training in Classroom Management	1	.828
	Improve College Training for Teachers	1	.816
	More Training Opportunities	1	.746
2 Administrative Support	Improved Administrative Support When Dealing With Students	2	.912
	Improved Administrative Support When Dealing With Staff Issues	2	.885
3 Safe Equipment	Inadequate Instructional Materials or Equipment	3	.894
	Safety	3	.841
4 Two Duty	Reduced Non-Instructional Duties	4	.872
	Improved Teacher Orientation	4	.865
5 Team Vote	Support for Team Teaching	5	.882
	More Site Based Decision Making	5	.770
6 Finance	Higher Pay	6	.735
	11 or 12 Month Employment Opportunities	6	.725

The Teacher Satisfaction Survey Questionnaire was a valid and reliable instrument. The reliability was .8543. The validity of the instrument was identified as six factors. Factor one, Training, was composed of four survey items; more technology training, more training in classroom management, improve college training for teachers, and more training opportunities. Factor two, Administrative Support, was composed of two survey items; improved administrative support when dealing with students and improved administrative support when dealing with staff issues. Factor three, Safe Equipment, was composed of two survey items; Inadequate Instructional materials or equipment and safety. Factor four, Two Duty, was composed of two survey items; reduced non-instructional duties and improved teacher orientation. Factor 5, Team Vote, was composed of two survey items; support for team teaching and more site based

decision-making. The sixth and final factor, Finance was composed of two survey items; higher pay and 11 or 12-month employment opportunities.

CHAPTER IV: DATA ANALYSIS

Demographic Information

The purpose of this study was to identify the major factors causing job dissatisfaction and their relationship to attrition in beginning teachers of K-12 public education in three School Districts of Southwest Florida. Factor one, Training, was composed of four survey items; more technology training, more training in classroom management, improve college training for teachers, and more training opportunities. Factor two, Administrative Support, was composed of two survey items; improved administrative support when dealing with students and improved administrative support when dealing with staff issues. Factor three, Safety, was composed of two survey items; Inadequate Instructional materials or equipment and safety. Factor four, Two Duty, was composed of two survey items; reduced non-instructional duties and improved teacher orientation. Factor five, Team Vote, was composed of two survey items; support for team teaching and more site based decision-making. The sixth and final factor, Finance was composed of two survey items; higher pay and 11 or 12-month employment opportunities. The survey was mailed to 250 full time K-12 public school teachers employed in three school districts in Southwest Florida. A total of 122 questionnaires were returned for a return rate of 49%. Each question was considered individually because some of the respondents did not complete the

entire questionnaire. The responses of surveys with missing data were included in the study. The study's five research questions were analyzed against the survey data and percentages were used for each item.

Responses to each item of the survey were tabulated using the frequencies subprogram of the Statistical Package for the Social Sciences (SPSS). Descriptive statistics were used to provide an overview of responses and to report beginning teacher dissatisfaction factors. Descriptive statistics were also obtained to address research questions one through five. A two-way analysis of variance (ANOVA) was used to complete the data analysis.

K-12 full time public school teachers received a copy of the satisfaction survey through the interschool system in May, 2004. A follow-up mailing through the interschool mail system in May was provided for all teachers who responded to the initial interschool mailing. Two hundred sixty-two teachers responded to the two intermail requests for study participation. A hard copy was then mailed to 200 teachers who expressed an interest in participating in the study. Of these 100 surveys, 100 went to Lee County teachers, 50 went to Charlotte County teachers and 50 went to Hendry County teachers. Ninety-five completed and returned the survey, of which some were not eligible participants. Many surveys were ineligible for the study because the responding teacher had indicated more than 5 years of teaching experience. During early June, a second random mailing of the survey was made to 15 additional Charlotte County teachers, and 12 additional Hendry and 23 additional Lee County teachers.

Table 2 Study Population Response Rate (N=99)

Surveys by Group	Surveys Distributed n	Surveys Returned n	Usable Surveys n	Response Rate %
Charlotte County (n=67)	65	33	20	50.7
Hendry County (n=60)	62	21	17	33.9
Lee County (n=123)	123	80	62	65.0
Total Surveys (N=250)	250	134	99	53.6

A total of 99 surveys were collected for this study. The distribution per group was as follows: 20 survey questionnaires for Charlotte County teachers, 17 survey questionnaires for Hendry County Teachers, and 62 survey questionnaires for Lee County teachers. The demographic data for participating teachers is described in Table 2.

Table 3 Frequency and Percentage Analysis: All County Personal Variables

Demographic Information (Item)	Study %	State %
Gender (8)		
Female	60.6	77.9
Male	39.4	22.4
Race/Ethnicity (9)		
American Indian/Native American	2.0	0.3
African American/Black	17.2	14.1
Hispanic	14.1	9.5
White	66.7	75.4

A total of 60 (60.6%) teachers were female, and 39 (39.4%) were male. A similar ratio of 77.9% female and 22.4% male was reported by the 2002 Florida Department of Education and Accountability Services (Florida Department of Education, 2003).

Respondents were asked to identify their ethnicity in item 9. The majority of survey respondents were white (66, 66.7%), while 17 (17.2%) were black, 14 (14.1%) were Hispanic, and 2 (2.0%) were Native American. This reflected approximately the same district race/ethnicity ratio as reported by the 2002 Florida Department of Education and Accountability Services (Florida Department of Education, 2003) for the study. Demographic data for gender and race is described in Table 3.

Table 4 Frequency and Percentage Analysis: Professional Variables

Demographic Information (Item)	n	%
Primary reason for leaving teaching (2)		
Became pregnant	3	3.03
Got married	1	1.01
Spouse attained a new job	1	1.01
Student behavior/academics	1	1.01
To go back to school	1	1.01
Most Recent Grade Level (4)		
Kindergarten	6	6.06
First	6	6.06
Second	3	3.03
Third	9	9.09
Fourth	5	5.05
Fifth	1	1.01
Sixth	3	3.03
Seventh	6	6.06
Eighth	3	3.03
Ninth	18	18.1
Tenth	13	13.1
Eleventh	8	8.08
Twelfth	8	8.08
Special Education ---Middle School	1	1.01
Special Education ---High School	3	3.03
Media Specialist	1	1.01
Special Subjects	1	1.01
Number of Years of teaching experience (7)		
First	26	26.26
Second	20	20.20
Third	17	17.17
Fourth	19	19.19
Fifth	17	17.17

The frequency and percentage analysis of information related to the professional characteristics of respondents is presented in Table 4. Seven of the 99 respondents (7.1%) reported leaving the teaching field. The primary reason given for leaving the profession "became pregnant" was depicted in Table 4. Most of the respondents were teaching 9th or 10th grade and were in their first or second year of teaching.

Table 5 Frequency and Percentage Analysis: Educational Preparation Variables

Educational Preparation Information (Item)	n	%
Did you receive undergraduate teacher training (14)		
Yes	66	66.7
No	33	33.3
Were you adequately prepared to teach? (16)		
Yes	73	73.7
No	26	26.2
Did you have a mentor or peer teacher? (17)		
Yes	82	82.8
No	17	17.2

The educational preparation of respondents is presented in Table 5. The majority of respondents were trained and felt adequately prepared to teach. An even larger percentage was assigned a mentor teacher to help with the transition into the teaching profession.

Research Question Number One

What are the major reasons why teachers are leaving the profession?

Table 6 Combined Dissatisfaction Reasons in Descending Order

Selected Dissatisfaction Factors (Question 10 and 11, Items 1 – 42)	Mean
Higher Pay	4.68
Improved Benefits	4.28
Smaller Class Size	4.12
Improved Administrative Support when Dealing with Students	3.99
More Time for Lesson and Class Planning	3.76
Salary	3.66
Improved Administrative Support when Dealing with Staff Issues	3.64
Less Paperwork	3.63
Merit Pay Based on Performance	3.56
More Classroom Supplies and Equipment	3.53
Lack of Administrative Management Support	3.52
Fewer Classes	3.44
Safer Schools	3.42
Benefits (leave, etc.)	3.42
Increased Staff Development and Advancement Opportunities	3.36
Lack of Support from School Staff	3.31
More Parent Involvement and Support	3.30
Poor Student Behavior	3.25
More Training in Classroom Management	3.16
Provide Mentor or Support team	3.15
More Training Opportunities	3.11
More Clerical Assistance	3.09
Lack of Status and Respect	3.06
More Technology Training	3.04
More Flexible Work Schedule	2.98
Inadequate Instructional Materials	2.98
Improved Teacher Orientation	2.97
Improve College Training for Teachers	2.89
Provide Employee Health Care	2.88
Reduced Non-Instructional Duties	2.87
More Site Based Decision Making	2.87
Lack of Parental Involvement/Support	2.86
11 or 12-Month Employment Opportunities	2.80
Unreimbursed/Out-of-Pocket Expenses	2.75
Lack of Site Based Decision Making	2.74
Inadequate Facilities	2.70
Non-Instructional Duties	2.66
Poor Academic Students	2.60
Inadequate School System Orientation	2.44
Inadequate Undergraduate Educational Programs	2.18

The mean scores related to the reasons for dissatisfaction of respondents is presented in Table 6. Utilizing a Likert scale of 1 to 5, with 1 representing no influence and 5 representing strong influence, respondents identified 'higher pay', 'improved benefits', 'smaller class size', and 'improved administrative support when dealing with students' as the top 10% of dissatisfaction factors as depicted in Table 6. Two felt inadequate preparation in undergraduate education programs as a reason for dissatisfaction (mean = 2.18).

Research Question Number Two

Do the major reasons for leaving the profession differ between, Charlotte, Hendry, and Lee Counties?

Table 7 Mean Profile of Selected Dissatisfaction Issues

	Charlotte County (mean)	Hendry (mean)	Lee County (mean)
Safety	3.10	2.94	2.87
Poor Student Behavior	3.15	3.76	3.15
Poor Student Academics	2.55	3.24	2.44
Inadequate Facilities	2.60	2.94	2.66
Inadequate Instructional Materials/Equipment	2.75	3.29	2.97
Inadequate Undergrad Program	2.10	1.88	2.29
Inadequate Orientation	2.55	2.00	2.53
Salary	3.80	3.94	3.53
Benefits (leave)	3.55	3.59	3.34
Non-instructional Duties	2.45	2.41	2.79
Unreimbursed Out-of-Pocket Expenses	2.50	2.65	2.85
Lack of Administrative Support	3.10	3.35	3.69
Lack of Support from School Staff	3.00	2.88	3.53
Lack of Parental Involvement	2.80	2.76	2.90
Lack of Site Based Decision Making	2.75	2.47	2.81
Lack of Status and Respect	2.95	2.82	3.16

The mean profile of dissatisfaction issues of respondents by county response is presented in Table 7. The responses of Charlotte, Hendry, and Lee County teachers were consistent with the exception of Hendry County teachers in the areas 'poor student behavior', 'inadequate facilities, 'inadequate undergraduate education programs', 'inadequate school system orientation, and 'lack of support from school staff' as depicted in Table 7.

Table 8 Mean Profile of Selected Retention Factors

	Charlotte County (mean)	Hendry County (mean)	Lee County (mean)
Improved Benefits	4.50	4.47	4.16
Higher Pay	4.60	4.82	4.66
Merit Pay Based on Performance	3.75	3.47	3.52
11 or 12 Month Employment Opportunity	2.80	2.18	2.97
Provide Employee Childcare	3.05	3.35	2.69
Safer Schools	3.40	3.53	3.40
Smaller Class Size	4.10	4.47	4.03
More Classroom Supplies / Equipment	3.25	3.88	3.52
Fewer Classes	3.25	3.76	3.42
More clerk assistance	3.05	3.47	3.00
Less Paperwork	3.55	3.76	3.61
More Time for Lesson and Class Planning	3.70	4.12	3.8
Reduced Non-Instructional Duties	2.90	2.88	2.85
Improved teacher Orientation	2.80	3.12	2.98
Improved Administrative Support with Students	3.85	3.71	4.11
Improved Administrative Support with Staff	3.60	3.35	3.73
Provide Mentor or Support Team	2.95	2.76	3.32
More Parent Involvement /Support	3.30	3.29	3.31
More Training Opportunity	3.20	2.88	3.15
More Training in	3.15	3.29	3.13

Classroom Management			
Improve College Training for Teachers	2.80	2.59	3.00
More Tech Training	3.20	2.88	3.03
Increased Staff Development and Advancement	3.25	3.18	3.45
More Flexible Work Schedule	2.85	2.82	3.06
Support for Team Teaching	2.60	2.71	3.06
More Site Based Decision Making	2.60	2.71	3.00
Other Reasons	.25	.00	.03

The mean profile of retention factors of respondents by county is presented in Table 8. The responses of Charlotte, Hendry, and Lee County teachers were consistent with the exception of Hendry County teachers with respect to 'provide mentor or support team', and 'improve college training for teachers' as depicted in Table 8.

Table 9 County Mean Differential in Descending Order

Dissatisfaction Factors	Mean Differential
More Parent Involvement and Support	.02
Reduced Non-Instructional Duties	.05
Safer Schools	.13
Lack of Parental Involvement	.14
More Classroom Management Training	.16
Less Paperwork	.21
Higher Pay	.22
Safety	.23
More Flexible Work Schedule	.24
Benefits (leave, etc.)	.25
Increase Staff Development and Advancement Opportunities	.27
Merit Pay Based on Performance	.28
More Training Opportunity	.32
Improved Teacher Orientation	.32
More Technology Training	.32
Improved Benefits	.34
Lack of Site Based Decision Making	.34
Inadequate Facilities	.34

Lack of Status and Respect	.34
Out of Pocket / Unreimbursed Expenses	.35
Non-Instructional Duties	.38
Improved Administrative Support With Staff Issues	.38
More Site Based Decision Making	.40
Improved Administrative Support When Dealing with Students	.40
Improve College Training for Teachers	.41
Inadequate Undergraduate Training Programs	.41
Salary	.41
More Time for Lesson / Class Planning	.44
Smaller Class Size	.44
Support for Team Teaching	.46
More Clerical Assistance	.47
Fewer Classes	.51
Inadequate Instructional Materials or Equipment	.54
Inadequate School System Orientation	.55
Provide Support or Mentor Team	.56
Lack of Administrative Management Support	.59
More Classroom Supplies and Equipment	.63
Lack of Support from School Staff	.65
Provide Employee Health Care	.66
Poor Student Behavior	.76
11 or 12 Month Employment Opportunities	.79
Poor Student Academics	1.08

The mean differential by county is presented in Table 9. The top 10% of areas that had the greatest consistency among respondents is 'more parental involvement', 'reduced non-instructional duties', 'safer schools', and 'lack of parental involvement as depicted in Table 9.

Research Question Number Three

What are the racial demographics between Charlotte, Hendry, and Lee County teachers and does race influence the teacher's decision for leaving the profession?

Six factors were utilized for the study as determined by the Teacher Satisfaction Survey. Factor one, Training, was composed of four survey items; more technology training, more training in classroom management, improve college training for teachers, and more training opportunities. Factor two, Administrative Support, was composed of two survey items; improved administrative support when dealing with students and improved administrative support when dealing with staff issues. Factor three, Safety, was composed of two survey items; Inadequate Instructional materials or equipment and safety. Factor four, Two Duty, was composed of two survey items; reduced non-instructional duties and improved teacher orientation. Factor 5, Team Vote, was composed of two survey items; support for team teaching and more site based decision-making. The sixth factor, Finance was composed of two survey items; higher pay and 11 or 12-month employment opportunities. Table 10 displays the means and standard deviations for factors and race.

Table 10 Mean and Standard Deviation Analysis for Factors and Race

Training Factor

	Charlotte		Hendry		Lee	
	mean	sd	mean	sd	mean	sd
County	3.09	.923	2.91	.765	3.08	.892
American Indian	N/A	N/A	N/A	N/A	3.38	.530
Black	3.20	.891	N/A	N/A	3.52	.661
Hispanic	N/A	N/A	3.30	.647	2.89	.532
White	3.05	.965	2.75	.776	2.97	.999

Administrative Support Factor

	Charlotte		Hendry		Lee	
	mean	sd	mean	sd	mean	sd
County	3.73	1.11	3.53	.765	3.92	.892
American Indian	N/A	N/A	N/A	N/A	3.50	.707
Black	3.60	.894	N/A	N/A	4.50	.674
Hispanic	N/A	N/A	4.30	.671	3.78	.833
White	3.77	1.19	3.21	1.23	3.79	.923

Safe Equipment Factor

	Charlotte		Hendry		Lee	
	mean	sd	mean	sd	mean	sd
County	2.93	.922	3.12	1.10	2.92	1.08
American Indian	N/A	N/A	N/A	N/A	2.75	.354
Black	3.00	.791	N/A	N/A	3.08	1.22
Hispanic	N/A	N/A	3.90	1.08	3.50	.935
White	2.90	.986	2.79	.964	2.74	1.06

Two-Duty Factor

	Charlotte		Hendry		Lee	
	mean	sd	mean	sd	mean	sd
County	2.85	.829	3.00	.884	2.92	.963
American Indian	N/A	N/A	N/A	N/A	2.00	.000
Black	2.80	1.04	N/A	N/A	3.46	.940
Hispanic	N/A	N/A	3.50	.791	3.28	.507
White	3.05	.965	2.75	.776	2.72	.985

Team Vote Factor

	Charlotte		Hendry		Lee	
	mean	sd	mean	sd	mean	sd
County	2.60	.883	2.71	.885	3.03	1.14
American Indian	N/A	N/A	N/A	N/A	2.75	.354
Black	2.60	.962	N/A	N/A	3.83	.937
Hispanic	N/A	N/A	3.30	.758	3.00	1.41
White	2.60	.890	2.46	.838	2.81	1.07

Finance Factor

	Charlotte		Hendry		Lee	
	mean	sd	mean	sd	mean	sd
County	3.70	.923	3.50	.612	3.81	.737
American Indian	N/A	N/A	N/A	N/A	2.75	1.06
Black	3.50	.500	N/A	N/A	4.00	.739
Hispanic	N/A	N/A	3.70	.570	3.72	.712
White	3.77	1.03	3.42	.634	3.83	.760

The mean and standard deviation was calculated for each of the 6 factors identified through the factor analysis. The mean and standard deviations are presented in Table 10. Both the inter-county and intra-county responses were consistent in the factors with reference to race.

Table 11 Two-Way ANOVAs for Race

Training Factor

County School System	Mean^2	F	df	Sig.	Eta^2
Race	.781	1.02	3,91	.388	.032
County	7.312E-03	.010	2,91	.991	.000
Race * County	.731	.954	2,91	.389	.021

Administrative Support Factor

County School System	Mean^2	F	df	Sig.	Eta^2
Race	1.10	1.17	3,91	.325	.037
County	.494	.528	2,91	.592	.011
Race * County	2.64	2.83	2,91	.064	.058

Safe Equipment Factor

County School System	Mean^2	F	df	Sig.	Eta^2
Race	2.60	2.44	3	.070	.074
County	.168	.158	2	.854	.003
Race * County	.239	.224	2	.800	.005

Two-Duty Factor

County School System	Mean^2	F	df	Sig.	Eta^2
Race	1.87	2.35	3,91	.077	.072
County	2.95	.371	2,91	.691	.008
Race * County	.917	1.15	2,91	.321	.025

Team Vote Factor

County School System	Mean^2	F	df	Sig.	Eta^2
Race	1.67	1.62	3,91	.191	.051
County	1.96	1.90	2,91	.155	.040
Race * County	2.02	1.96	2,91	.147	.041

Finance Factor

County School System	Mean^2	F	df	Sig.	Eta^2
Race	.772	1.35	3,91	.263	.043
County	.516	.902	2,91	.409	.019
Race * County	.465	.814	2,91	.446	.018

A two-way analysis of variance was performed to examine potential interaction effects between race and county. The two-factor analysis of variance showed there was no significant difference in the training variable between races ($F_{3,91}$)=1.02, p>.05, there was no significant difference in the training variable between counties ($F_{2,91}$)=.010, p>.05, and there was no significant interaction between race and county ($F_{2,91}$)=.954, p>.05. The adjusted ETA squared accounted for less than 1% of the variance in the dependent variable. There was no significant difference in the administrative support

variable between races ($F_{3,91}$)=1.17, p>.05, there was no significant difference in the administrative support variable between counties ($F_{2,91}$)=.528, p>.05, and there was no significant interaction between race and county ($F_{2,91}$)=2.83, p>.05. The adjusted ETA squared accounted for 5.3% of the variance in the dependent variable. There was no significant difference in the safe equipment variable between races ($F_{3,91}$)=2.44, p>.05, there was no significant difference in the safe equipment variable between counties ($F_{2,91}$)=.158, p>.05, and there was no significant interaction between race and county ($F_{2,91}$)=.224, p>.05. The adjusted ETA squared accounted for 1.9% of the variance in the dependent variable. There was no significant difference in the two duty variable between races ($F_{3,91}$)=2.35, p>.05, there was no significant difference in the two duty variable between counties ($F_{2,91}$)=.371, p>.05, and there was no significant interaction between race and county ($F_{2,91}$)=2.73, p>.05. The adjusted ETA squared accounted for 5.3% of the variance in the dependent variable. There was no significant difference in the team vote variable between races ($F_{3,91}$)=1.62, p>.05, there was no significant difference in the team vote variable between counties ($F_{2,91}$)=1.90, p>.05, and there was no significant interaction between race and county ($F_{2,91}$)=1.96, p>.05. The adjusted ETA squared accounted for 7.9% of the variance in the dependent variable. There was no significant difference in the finance variable between races ($F_{3,91}$)=1.35, p>.05, there was no significant difference in the finance variable between counties ($F_{2,91}$)=.902, p>.05, and there was no significant interaction between race and county ($F_{2,93}$)=.814, p>.05. The adjusted ETA squared accounted for 1.2%.

Table 12 Mean Analysis of Dissatisfaction Factors by County and Racial Category

Smaller Class Size

	Charlotte (mean)	Hendry (mean)	Lee (mean)
American Indian	N/A	N/A	5.00
Black	4.40	N/A	4.67
Hispanic	N/A	5.00	4.22
White	4.00	4.25	3.74

More Planning Time

	Charlotte (mean)	Hendry (mean)	Lee (mean)
American Indian	N/A	N/A	4.50
Black	3.60	N/A	3.92
Hispanic	N/A	4.60	3.67
White	3.73	3.92	3.56

Salary

	Charlotte (mean)	Hendry (mean)	Lee (mean)
American Indian	N/A	N/A	3.00
Black	3.80	N/A	3.92
Hispanic	N/A	4.40	3.89
White	3.80	3.75	3.36

Lack of Administrative Support

	Charlotte (mean)	Hendry (mean)	Lee (mean)
American Indian	N/A	N/A	3.50
Black	2.40	N/A	4.17
Hispanic	N/A	3.60	4.11
White	3.33	3.25	3.46

Poor Student Behavior

	Charlotte (mean)	Hendry (mean)	Lee (mean)
American Indian	N/A	N/A	2.50
Black	3.00	N/A	3.50
Hispanic	N/A	4.60	3.78
White	3.20	3.42	2.92

Advancement Opportunities

	Charlotte (mean)	Hendry (mean)	Lee (mean)
American Indian	N/A	N/A	2.50
Black	3.60	N/A	4.08
Hispanic	N/A	3.40	3.33
White	3.13	3.08	3.33

Safety

	Charlotte (mean)	Hendry (mean)	Lee (mean)
American Indian	N/A	N/A	3.50
Black	3.60	N/A	3.00
Hispanic	N/A	4.20	3.86
White	2.93	2.42	2.70

Inadequate Equipment

	Charlotte (mean)	Hendry (mean)	Lee (mean)
American Indian	N/A	N/A	2.00
Black	2.40	N/A	3.42
Hispanic	N/A	3.60	3.33
White	2.87	3.17	2.79

Inadequate Facilities

	Charlotte (mean)	Hendry (mean)	Lee (mean)
American Indian	N/A	N/A	2.50
Black	2.80	N/A	3.00
Hispanic	N/A	3.60	3.22
White	2.53	2.67	2.44

Poor Student Academics

	Charlotte (mean)	Hendry (mean)	Lee (mean)
American Indian	N/A	N/A	3.00
Black	2.20	N/A	2.42
Hispanic	N/A	4.00	3.89
White	2.67	2.92	2.08

Non-Instructional Duties

	Charlotte (mean)	Hendry (mean)	Lee (mean)
American Indian	N/A	N/A	1.50
Black	2.60	N/A	2.92
Hispanic	N/A	2.40	3.67
White	2.40	2.42	2.62

Site-Based Decision Making

	Charlotte (mean)	Hendry (mean)	Lee (mean)
American Indian	N/A	N/A	2.50
Black	2.40	N/A	3.67
Hispanic	N/A	3.20	3.22
White	2.67	2.50	2.77

The mean comparison for each dissatisfaction factor is presented by county and racial category in Table 12. Responses were consistent between county and racial category.

Research Question Number Four

Does gender influence the teacher's decision for leaving the profession in Charlotte, Hendry, and Lee Counties?

Table 13 summarizes the means and standard deviation of gender in each county for the six factors.

Table 13 Mean and Standard Deviation of Gender in Each County

Training Factor

	Charlotte		Hendry		Lee	
	mean	sd	mean	sd	mean	sd
Female	3.00	.901	3.00	.746	2.89	.968
Male	3.35	1.05	2.70	855	3.29	.756

Administrative Support Factor

	Charlotte		Hendry		Lee	
	mean	sd	mean	sd	mean	sd
Female	3.67	1.13	3.67	1.11	3.77	1.01
Male	3.90	1.14	3.20	1.44	4.09	.720

Safe Equipment Factor

	Charlotte		Hendry		Lee	
	mean	sd	mean	sd	mean	sd
Female	2.73	.904	3.42	1.04	2.74	1.09
Male	3.50	.791	2.40	.962	3.12	1.04

Two-Duty Factor

	Charlotte		Hendry		Lee	
	mean	sd	mean	sd	mean	sd
Female	2.80	.819	3.13	1.00	2.67	1.04
Male	3.00	.935	2.70	.447	3.21	.796

Team Vote Factor

	Charlotte		Hendry		Lee	
	mean	sd	mean	sd	mean	sd
Female	2.80	.862	2.79	.964	2.80	1.27
Male	2.00	.707	2.50	.707	3.29	.911

Finance Factor

	Charlotte		Hendry		Lee	
	mean	sd	mean	sd	mean	sd
Female	3.83	. 523	3.67	.615	3.68	.748
Male	3.30	1.68	3.10	.418	3.97	.706

The mean and standard deviation was calculated for each of the 6 factors identified through the factor analysis. The mean and standard deviations are presented in Table 13. A consistent mean was observed within the three counties for each of the six factors.

The mean by county for each factor is presented in Table 14.

Table 14 Mean by Factors for Each County

	Charlotte Mean	Hendry Mean	Lee Mean
Training	3.08	2.91	3.08
Administrative Support	3.73	3.53	3.92
Safe Equipment	2.93	3.12	2.92
Two-Duty	2.85	3.00	2.92
Team Vote	2.60	2.71	3.03
Finance	3.70	3.50	3.81

Table 15 Two-Way ANOVAs for Gender

Training Factor

County School System	Mean^2	F	df	Sig.	Eta^2
Gender	.339	.445	1,93	.506	.005
County	.436	.572	2,93	.567	.012
Gender * County	.726	.953	2,93	.389	.020

Administrative Support Factor

County School System	Mean^2	F	df	Sig.	Eta^2
Gender	1.045E-02	.011	1,93	.918	.000
County	1.432	1.45	2,93	.241	.030
Gender * County	.881	.890	2,93	.414	.019

Safe Equipment Factor

County School System	Mean^2	F	df	Sig.	Eta^2
Gender	2.676E-02	.025	1,93	.874	.000
County	.228	.216	2,93	.806	.005
Gender * County	3.45	3.28	2,93	.042	.066

Two-Duty Factor

County School System	Mean^2	F	df	Sig.	Eta^2
Gender	.162	.196	1,93	.659	.002
County	9.905E-03	.012	2,93	.988	.000
Gender * County	1.38	1.67	2,93	.194	.035

Team Vote Factor

County School System	Mean^2	F	df	Sig.	Eta^2
Gender	.589	.548	1,93	.461	.006
County	2.99	2.78	2,93	.067	.056
Gender * County	2.93	2.73	2,93	.071	.055

Finance Factor

County School System	Mean[2]	F	df	Sig.	Eta[2]
Gender	1.08	1.94	1,93	.167	.020
County	1.31	2.34	2,93	.102	.048
Gender * County	1.72	3.08	2,93	.051	.062

There was no significant difference in the training factor variable between gender ($F_{1,93}$)=.445, p>05, there was no significant difference in the training factor variable between counties ($F_{2,93}$)=.572, p>05, and there was no significant interaction between gender and county ($F_{2,93}$)=.389, p>.05. The adjusted ETA squared accounted for less than 1% of the variance in the dependent variable. There was a significant difference in the administrative support factor variable between gender ($F_{1,93}$)=.011, p<05, there was no significant difference in the administrative support factor variable between counties ($F_{2,93}$)=1.45, p>05, and there was no significant interaction between gender and county ($F_{2,93}$)=.890, p>.05. The adjusted ETA squared accounted for less than 2% of the variance in the dependent variable. There was no significant difference in the safe equipment variable between gender ($F_{1,93}$)=.025, p>05, there was no significant difference in the training factor variable between counties ($F_{2,93}$)=.216, p>05, and there was a significant interaction between gender and county ($F_{2,93}$)=.328, p<.05. The adjusted ETA squared accounted for less 3.1% of the variance in the dependent variable. There was no significant difference in the two duty variable between gender ($F_{1,93}$)=.196, p>05, there was no significant difference in the two duty factor variable between counties ($F_{2,93}$)=.012, p>05, and there was no significant interaction between gender and

county ($F_{2,93}$)=1.67, p<.05. The adjusted ETA squared accounted for 4.1% of the variance in the dependent variable. There was a significant difference in the team vote variable between gender ($F_{1,93}$)=.548, p<.05, there was no significant difference in the team vote variable between counties ($F_{2,93}$)=2.78, p>.05, and there was no significant interaction between gender and county ($F_{2,93}$)=2.93, p>.05. The adjusted ETA squared accounted for 1.7% of the variance in the dependent variable. There was no significant difference in the finance variable between gender ($F_{1,93}$)=1.94, p>.05, there was no significant difference in the finance variable between counties ($F_{2,93}$)=2.34, p>.05, and there was no significant interaction between gender and county ($F_{2,93}$)=3.08, p>.05. The adjusted ETA squared accounted for 3.5% of the variance in the dependent variable.

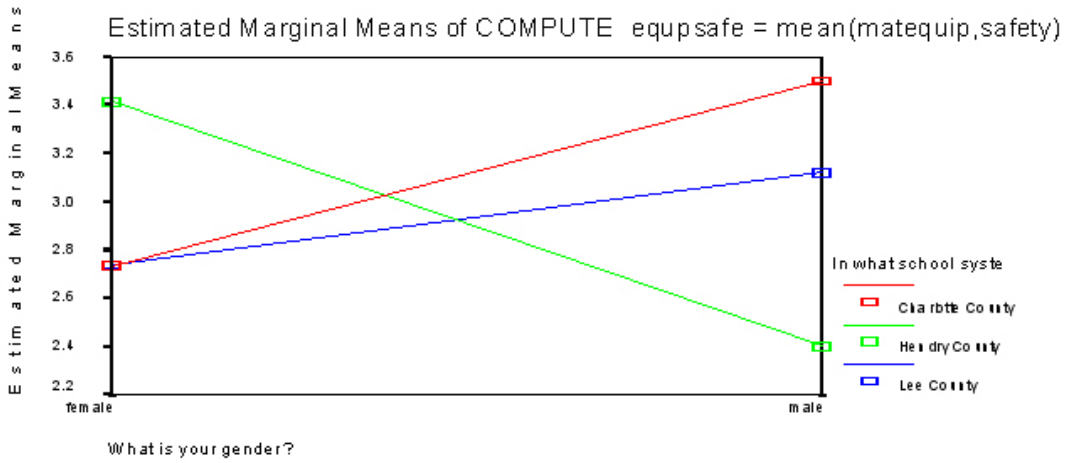

Figure 1: Interaction Plot of Safe Equipment Factor and Gender

Figure 1 shows the interaction of the safe equipment factor with gender. The interaction caused by females means show that those in Charlotte and Lee County feel less safe and are less satisfied with their equipment when compared with the males. On the other hand, Females in Hendry County feel safer and are more satisfied with their equipment when compared to males of their school district.

Table 16 Mean Scores by Reasons and Gender

	Charlotte Females (mean)	Charlotte Males (mean)	Hendry Females (mean)	Hendry Males (mean)	Lee Females (mean)	Lee Males (mean)
Smaller Class Size	3.93	4.60	4.50	4.40	3.73	4.38
More lesson time	3.30	4.00	4.17	4.00	3.58	3.79
Salary	3.73	4.00	4.17	3.40	3.18	3.93
Lack admin Support	3.20	2.80	3.50	3.00	3.53	3.69
Poor behavior	3.00	3.60	4.00	3.20	3.09	3.21
More staff develops	3.07	3.80	3.00	3.60	3.18	3.76
Safety	2.80	4.00	3.33	2.00	2.61	3.17
Inadequate materials	2.67	3.00	3.50	2.80	2.88	3.07
Inadequate facilities	2.53	2.80	3.08	2.60	2.39	2.97
Poor academics	2.47	2.80	3.33	3.00	2.15	2.76
Non-teach duties	2.53	2.20	2.42	2.40	2.67	2.93
Site based decisions	2.73	2.20	2.67	2.80	2.70	3.34

Table 16 shows the consistency of responses within and between genders with reference to the majority of dissatisfaction factors.

Table 17 Gender Mean Score Differential in Ascending Order

Dissatisfaction Reason	Mean Differential
Poor Student Behavior	.01
Lack of Administrative / Management Support	.04
Inadequate Instructional Material	.08
More Time for Lesson and Class Planning	.15
Poor Student Academics	.29
Safety	.33
Salary	.35
Non-Instructional Duties	.35
Inadequate Facilities	.40
Smaller Class Size	.48
Increased Staff Development	.62
More Site Based Decision Making	.64

There were a total of twelve major reasons identified by the results of the study. An analysis of the mean score by gender and county were compared. The mean descriptive statistics were presented in Table 17. Table 17 shows the level of consistency between the gender responses to each reason for teacher dissatisfaction. 'Poor student behavior', 'Lack of Administrative/Management Support', and 'Inadequate Instructional Material was the three reasons that had less than a .10 differential between the genders.

Research Question Number Five

How do the major reasons identified in Southwest Florida compare with the National Trends for teacher satisfaction and attrition?

Table 18 Percentage Comparison of Public School Teachers Dissatisfaction Areas

Area of Dissatisfaction	This Study	1994-1995	1991-1992	1988-1999
Class Sizes Too Large/Smaller Class Size	74.7	1.2	1.4	3.5
Inadequate Time for Preparing Lessons	63.6	2.1	5.5	N/A
Poor Salary	60.6	10.7	0.7	8.2
Inadequate/Lack of Support From Administration	57.6	15.3	24.9	30.2
Poor Student Behavior/Student Discipline Problems	50.5	17.9	9.4	9.0
Poor Opportunity for Professional Advancement/Increased Staff Development	42.4	3.5	9.4	5.3
Safety/Unsafe Working Environment	38.4	N/A	2.8	1.1
Inadequate/ Lack of Instructional Materials	33.3	1.7	N/A	N/A
Inadequate Facilities/ Generally Poor Working Conditions	28.3	N/A	1.2	4.4
Non-Instructional Duties/Intrusions on Teaching Time	27.2	4.5	10.8	N/A
Poor Student Academics/Poor Motivation to Learn	24.2	17.6	18.8	20.3
Lack of Influence over School Policies and Practices/ More Site Based Decision Making	22.2	6.6	4.3	7.9

The U.S. Department of Education, National Center for Education Statistics reported the results of a Teacher Follow-up Survey conducted in years of 1988-89, 1991-92 and 1994-95 for public school teachers. A descriptive comparison of percentages was analyzed for this question. Tables 18, 19 and 20 described the national trends with this study, compared the descriptive between counties, and presented the range of percentile response to teacher dissatisfaction areas

Table 19 Percentage Comparison of Southwest Florida County Responses

Area of Dissatisfaction	Charlotte	Hendry	Lee
Class Sizes Too Large/Smaller Class Size	80.0	82.4	71.0
Inadequate Time for Preparing Lessons	50.0	76.5	64.5
Salary/ Poor Salary	70.0	58.8	58.1
Inadequate/Lack of Support From Administration	45.0	58.8	61.3
Poor Student Behavior/ Student Discipline Problems	40.0	64.7	50.0
Poor Opportunity for Professional Advancement/Increased Staff Development	30.0	35.3	48.4
Safety/Unsafe Working Environment	40.0	47.1	51.6
Inadequate/ Lack of Instructional Materials	30.0	47.1	30.6
Inadequate Facilities/ Generally Poor Working Conditions	30.0	35.3	25.8
Poor Student Academics/Poor Motivation to Learn	15.0	52.9	19.4
Non-Instructional Duties/Intrusions on Teaching Time	25.0	29.4	27.4
Lack of Influence over School Policies and Practices/ More Site Based Decision Making	20.0	17.6	24.2

The comparison of School Districts of Charlotte, Hendry, and Lee are depicted in Table 19. The table shows how each county responded to the items identified by the U.S. Department of Education, National Center for Education Statistics results of a Teacher Follow-up Survey conducted in years of 1988-89, 1991-92 and 1994-95 for public school teachers.

Table 20 Most, Least, and Other Percentage Range of Dissatisfaction Areas

Most Agreeable Dissatisfaction Areas	Percentage
Non-Instructional Duties/ Intrusions on Teaching Time	4.4
Lack of Influence over School Policies and Practices/More Site Based Decision Making	6.6
Inadequate Facilities/ Generally Poor Working Conditions	9.5
Least Agreeable Dissatisfaction Areas	Percentage
Poor Student Academics/ Poor Motivation to Learn	37.9
Inadequate Time for Preparing Lessons	26.5
Poor Student Behavior/ Student Discipline Problems	24.7
Remaining Dissatisfaction Areas	Percentage
Class Sizes Too Large/ Smaller Class Size	11.4
Safety/ Unsafe Working Environment	11.6
Poor Salary	11.9
Inadequate/ Lack of Support From Administration	16.3
Inadequate/ Lack of Instructional Materials	17.1
Poor Opportunity for Professional Advancement/Increased Staff Development	18.4

Table 20 depicts the percentage range in responses between Charlotte, Hendry, and Lee County with regard to The U.S. Department of Education, National Center for Education Statistics reported the results of a Teacher Follow-up Survey conducted in years of 1988-89, 1991-92 and 1994-95 for public school teachers.

CHAPTER V: CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS

Discussions and Overview of the Findings

The purpose of this study was to determine the major reasons for teacher dissatisfaction and to determine whether there was relationship between teacher dissatisfaction and teacher attrition. Dissatisfaction factors were determined and analyzed. Differences in the overall mean percentage of each dissatisfaction factor were analyzed. Dissatisfaction factors were analyzed and compared by racial category and gender. In addition, dissatisfaction factors were analyzed and compared with dissatisfaction factors identified for the nation.

No significant relationship was noted between race and teacher dissatisfaction. There was no significant effect noted between racial category and teacher dissatisfaction. The following sections will summarize the findings of each research question.

Research Question Number One

What are the major reasons why teachers are leaving the profession?

According to the data presented in Chapter 4, there were six factors that accounted for 38% of the issues contributing to teacher dissatisfaction: lack of administrative support, salary, lack of support from school staff, benefits, lack of status and respect, and poor student behavior.

There were four factors that accounted for 15% of the factors accounting for the teachers' decisions to remain in the profession: higher pay, improved benefits, improved administrative support with students, and smaller class size.

Seven percent of teachers left the profession due to personal and family reasons: became pregnant, got married, spouse attained a new job, student behavior/academics, and to go back to school. These personal and family matter findings were supported by the past research studies of Ingersol (2001, 2002).

Research Question Number Two

Do the major reasons for leaving the profession differ between, Charlotte, Hendry, and Lee Counties?

According to the data presented in Chapter 4 there were 10 factors that accounted for 24% of the more consistent reponses between counties: more parental involvement and support, reduced non-instructional duties, safer schools, lack of parental involvement, more classroom management training, less paperwork, higher pay, safety, more flexible work schedule, and benefits.

There were 6 factors that accounted for 14% of the less consistent responses between factors: poor student behavior, 11 or 12 month employment opportunities, poor student behavior, provide employee healthcare, lack of support from school staff, and more classroom supplies and equipment.

The less consistent county survey responses to the factors of poor student behavior and poor student academics support the research of Bradley (1999) and the

NASBE (1988) which indicates that teacher shortages are higher in rural and urban schools that primarily serve low income and students of color

Research Question Number Three

What are the racial demographics between, Charlotte, Hendry, and Lee County teachers and does race influence the teacher's decision for leaving the profession?

According to the data presented in Chapter 4 the administrative support factor and the finance factor accounted for 33% of the factors with higher reported means between racial categories. The administrative support factor was composed of 2 items; improved administrative support when dealing with students and improved administrative support when dealing with staff issues. The finance factor was composed of two survey items; higher pay and 11 or 12-month employment opportunities.

The team vote factor and the two duty factor accounted for 33% of the factors with lower reported means between racial categories. Two duty, was composed of two survey items; reduced non-instructional duties and improved teacher orientation. Team Vote, was composed of two survey items; support for team teaching and more site based decision-making.

There was no significant difference observed for race for any of the six counties and any of the six factors. There were not enough subjects that participated in the study to draw significant conclusions; however, the study did conclude that race is not a factor that influences a teacher to leave the profession.

Research Question Number Four

Does gender influence the teacher's decision for leaving the profession in Charlotte, Hendry, and Lee County?

According to the data presented in Chapter 4 the finance factor and the administrative support factor accounted for 33% of the factors with higher reported means between genders. The finance factor was composed of two survey items; higher pay and 11 or 12-month employment opportunities. The administrative support factor was composed of 2 items; improved administrative support when dealing with students and improved administrative support when dealing with staff issues.

The team vote factor and the two duty factor accounted for 33% of the factors with lower reported means between genders. Team vote, was composed of two survey items; support for team teaching and more site based decision-making. Two duty, was composed of two survey items; reduced non-instructional duties and improved teacher orientation. .

There was no significant difference observed between gender and five of the six factors. There was a significant difference observed between gender and the safe equipment factor ($p<.042$). Gender responses to 83% of the factors were consistent. Gender is not a factor that influences a teacher to leave the profession.

Research Question Number Five

How do the major reasons identified in Southwest Florida compare with the National Trends for teacher satisfaction and attrition?

Survey data were analyzed to compare the major reasons for teacher dissatisfaction in Southwest Florida to those of the nation. Table 17 compared the similar reasons of this

study with those sited in the U.S. Department of Education (USDOE), National Center for Education Statistics, Teacher Follow-up Survey, 1994-1995, 1991-1992, and 1988-1999. There were twelve major similar reasons determined for the comparison. The major reason percentages for USDOE study were considered as one entity in which participants chose which single factor was the major reason for dissatisfaction. Data for this study was obtained by considering each reason independently. A response of either 4 or 5 (considerable or great) was used to determine the percentage. Descriptive cross tabs were run for determining the final percentages. The results were presented in the table from current to past. The areas of dissatisfaction were presented in descending order based on the percentage results of this study. N/A refers to not having any data reported for this area this particular year.

Table 18 presented survey data that were analyzed to compare the percentage analysis between the counties. Table 19 presented the range difference for the twelve dissatisfaction areas are as follows; smaller class size 11.4, Inadequate preparation time 26.5, salary, 11.9, Inadequate administrative support 16.3, poor student behavior 24.7, poor opportunity for professional advancement 18.4, safety 11.6, inadequate instructional materials 17.1, inadequate working conditions 9.5, poor student academics 37.9, non-instructional duties 4.4 and lack of site based decision making 6.6. The smallest range was found with non-instructional duties/intrusions on teaching time, lack of influence over school policies and practices, and inadequate facilities. This indicated that there was more consistency between the districts in this area. The widest range was found in the areas of poor student academics, inadequate time for preparing lessons, and poor student behavior. Over the six-year period in which the teacher follow-up survey was conducted,

inadequate/lack of administrative support was the number one reason for teacher dissatisfaction, as compared with that being the number 6 of 12 reasons as identified by this study.

Conclusions

This study sought to determine the major factors for teacher dissatisfaction of beginning teachers in Southwest Florida and its relationship to attrition. From a review of the literature and research findings, the following conclusions have been determined.

The results of this study support the conclusion that low salaries, lack of influence over decision-making, student discipline problems, and lack of support from school administration are major reasons that beginning teachers are dissatisfied with the profession. These findings were similar to the findings of Ingersol (2000, 2001). The county findings presented a range of responses that varied with the findings of Ingersol (2000, 2001). A distinct comparison was not observed between the three counties; however, the findings do suggest that there is consistency with identifying the major contributing factors for teacher dissatisfaction.

Bradley (1999) and the National Association of State Boards of Education (1998) found that there were teacher shortages in urban and rural school environments that primarily served students of color or low-income students. The results of this study did not support these findings. There are a number of factors, such as homogeneity of county and the number of schools that may factor into the adverse findings of this study.

There was no conclusion drawn considering the major factors and how they compared among similar races. There was no demographic trend observed. There is no significant relationship between genders with regard to reasons for beginning teacher

dissatisfaction. The percentage of male and female participants of the study did compare with those percentages provided by the Florida Department of Education. There were no trends observed.

The major reasons for beginning teacher dissatisfaction in Southwest Florida consistently compared with those reasons identified for the nation. There were no trends observed. Although dissatisfaction factors did lead to teacher attrition with survey participants of the nation, this study could neither support nor negate the implication of these factors on teacher attrition.

The need for teachers in Southwest Florida will continue to increase and this need will become progressively critical for at least the next seven years. Teacher concerns are just that, teacher concerns. The gender and race of a teacher do not require an alternate approach to address teacher dissatisfaction and attrition. Teacher dissatisfaction is not a single entity but a combination of factors. The findings of the study suggested areas that are common to all teachers; however, it is the combination of these factors on an individual basis that has the greatest implications to teacher attrition.

Strategies at the district level for beginning teacher programs should include elements that address poor student behavior and classroom management skills. Strategies at the school level that address administrative support for teachers should be in place prior to the beginning of the school year.

Recommendations for Future Research

This study was able to identify major reasons for teacher dissatisfaction. However, in order to determine the effect of this dissatisfaction on teacher attrition, a follow-up study should be performed within the next five years. A study should be

conducted that compares the attrition rate of teachers that successfully complete the Professional Orientation Program (POP) and those that do not complete the program. A qualitative study that targets the specific factors of salary, poor administrative support, poor student behavior, and poor student academics should be conducted. Collier and Glades county teachers would give further insight into reasons for job dissatisfaction in Southwest Florida. The dynamics of the student population within these districts will further diversify the student and teacher demographics for research purposes.

A study should be conducted that compares the attrition rate of alternatively certified teachers with those teachers that received certification through the more conventional routes. This study targeted beginning teachers that were further defined as having taught five years or less. The study findings indicated that the term beginning teacher is rather broad in nature. A follow-up study should include data of beginning teachers to the district and compared with that of beginning teachers to the profession.

A leadership inventory should be given to the school principal and each of the teachers to determine if there is a link between leadership styles and dissatisfaction—which leads to attrition.

APPENDIX A: SURVEY INSTRUMENT

1.Did you leave teaching to retire with full benefits or for some other reason? (CHECK ONE)

☐ Retire with full benefits……..... 0
☐ Other reason……. 1
☐ Did not leave {Skip to question #4}…… 2

2. What is the primary reason you left teaching? (CIRCLE ALL THAT APPLY)

A) ADMINISTRATIVE

☐ Contract not renewed, dismissed, did not get tenure, fired . A1
☐ Disability Retirement A2
☐ Early Retirement..... A3

B) CAREER CHANGE

☐ Career change within education (non teaching position) B1
☐ Career change outside of education.....B2

C) PREGNANCY/HEALTH

☐ Pregnancy/child care C1
☐ Health/medical problems.....C2
☐ Personal or family responsibilities C3

D) EDUCATION

☐ To go back to school D1

E) CERTIFICATION

☐ Did not obtain or maintain a teaching license E1

F) JOB ISSUES

☐ Disapproved of school/subject reassignment.....F1
☐ Salary F2
☐ Benefits (leave, etc.).....F3
☐ Student behavior/academics.....F4
☐ Inadequate facilities, materials or equipment.....F5
☐ Inadequately prepared for teaching/didn't like teaching.....F6
☐ Lack of parental support.....F7
☐ Safety……F8
☐ Non-instructional duties F9
☐ Un-reimbursed/out of pocket expenses.....F10
☐ Lack of administrative/management support.....F11

☐ Lack of peer support F12
☐ Lack of site-based decision making F13
☐ Lack of status and respect F14
☐ Other (specify) _____ F15

3. (If applicable and Only if teaching) What is the primary reason you relocated?

☐ Relocating in state, but still teaching 0
☐ Relocating out of state, but still teaching 1
☐ Teaching elsewhere (community college, 4-year college or university, trade school, private secondary school, home-based school, etc.) 2

4. At what grade level were you most recently teaching? (Check ONE)

☐ Kindergarten
☐ First
☐ Second
☐ Third
☐ Fourth
☐ Fifth
☐ Sixth
☐ Seventh
☐ Eighth
☐ Ninth
☐ Tenth
☐ Eleventh
☐ Twelfth
☐ Special Education — Elementary
☐ Special Education — Middle School
☐ Special Education — High School
☐ Vocational Education
☐ Media Specialist
☐ Counselor
☐ Special subjects
☐ Other (Specify)_____

5. Are you certified in the area in which you were teaching?

☐ No… {Go to question #6) 0
☐ Yes…{Go to question #7} 1

6. (If no) Were you administratively placed?

☐ No 0
☐ Yes 1

7. How many years of teaching experience do you have? _____

8. What is your gender?

☐ Female..... 1
☐ Male 2

9. What is your race?

☐ American Indian/Native America
☐ Asian
☐ African American/Black
☐ Hispanic
☐ White
☐ Other (specify)_____

10. Below are questions pertaining to issues that might influence your decision to leave the teaching profession. Respond to each question by <u>CIRCLING THE NUMBER</u> that best reflects your experience. The scale values should be interpreted as follows:

1 = **no** influence
2 = **slight** influence
3 = **moderate** influence
4 = **considerable** influence
5 = **great** influence

Issues	Great Influence	Considerable Influence	Moderate Influence	Slight Influence	No Influence
1. Safety	5	4	3	2	1
2. Poor student behavior	5	4	3	2	1
3. Poor student academics	5	4	3	2	1
4. Inadequate facilities	5	4	3	2	1
5. Inadequate instructional materials or equipment	5	4	3	2	1
6. Inadequate undergraduate educational programs	5	4	3	2	1
7. Inadequate school system orientation	5	4	3	2	1
8. Salary	5	4	3	2	1
9. Benefits (leave, etc.)	5	4	3	2	1
10. Non-instructional duties	5	4	3	2	1
11. Un-reimbursed/out-of-pocket expenses	5	4	3	2	1
12. Lack of administrative/management support	5	4	3	2	1
13. Lack of support from school staff	5	4	3	2	1

14. Lack of parental involvement/support	5	4	3	2	1
15. Lack of site-based decision making	5	4	3	2	1
16. Lack of status and respect	5	4	3	2	1
17. Other (specify)	5	4	3	2	1

11. Below is a list of factors that might encourage teachers to stay in the teaching profession. Respond to each question by CIRCLING THE NUMBER that best reflects your experience. The scale values should be interpreted as follows:

1 = **no** incentive
2 = **slight** incentive
3 = **moderate** incentive
4 = **considerable** incentive
5 = **strong** incentive

Factors	Strong Incentive	Considerable Incentive	Moderate Incentive	Slight Incentive	No Incentive
1. Improved benefits	5	4	3	2	1
2. Higher pay	5	4	3	2	1
3. Merit pay based on performance	5	4	3	2	1
4. 11 or 12-month employment opportunities	5	4	3	2	1
5. Provide employee child care	5	4	3	2	1
6. Safer schools	5	4	3	2	1
7. Smaller class size	5	4	3	2	1
8. Fewer classes	5	4	3	2	1
9. More clerical assistance	5	4	3	2	1
10. Less paperwork	5	4	3	2	1
11. More time for lesson and class planning	5	4	3	2	1
12. Reduced non-instructional duties	5	4	3	2	1
13. Improved teacher orientation	5	4	3	2	1
14. Improved administrative support when dealing with students	5	4	3	2	1
15. Improved administrative support when dealing with staff issues	5	4	3	2	1
16. Provide Mentor or Support Team	5	4	3	2	1
17. More parent involvement and support	5	4	3	2	1
18. More training opportunities	5	4	3	2	1
19. More training in classroom management	5	4	3	2	1
20. Improve college training for teachers	5	4	3	2	1
21. More technology training	5	4	3	2	1
22. Increased staff development and advancement opportunities	5	4	3	2	1
23. More flexible work schedule	5	4	3	2	1

24. Support for team teaching	5	4	3	2	1
25. More site-based decision making	5	4	3	2	1
26. More classroom supplies and equipment	5	4	3	2	1

27. Are there any other factors you feel would encourage teachers so stay in the profession?

_____

_____

12. What single factor would most likely encourage you to return to the teaching profession?

_____

13. In what school system did you last teach?

_____

14. Did you receive undergraduate teacher training?

☐ No 0
☐ Yes 1

15. What is the initial reason you chose the teaching profession ? (CHECK ONE RESPONSE ONLY)

☐ Parents or relatives worked in the education field
☐ Friends worked on planned to work in the education field
☐ Enjoy working with children
☐ Belief that teaching would provide a good career opportunity
☐ Desire to share knowledge in the classroom
☐ Desire to be like one or more former teachers
☐ Pay and benefits
☐ Job security
☐ Desire to improve our local education system
☐ Desire to have summer months off
☐ Belief that teaching is an honorable and respectable profession
☐ Other (Specify)_____

16. Do you intend to teach in the future

☐ No 0
☐ Yes 1

17. If yes, how soon: (CHECK ONE)

☐ This year
☐ Next year
☐ Two to five years from now
☐ More than five years from now

□ Don't know

18. Do you feel you were adequately prepared for teaching?

□ No.....0
□Yes.....1
□If No, Why not? _____.....2

20. In your job did you have the support of a mentor or a peer teacher?

□ No.....0
□ Yes.....1

APPENDIX B: IRB APPROVAL FORM

Revised 11/03

THE UNIVERSITY OF CENTRAL FLORIDA

INSTITUTIONAL REVIEW BOARD (IRB)

IRB Committee Approval Form

PRINCIPAL INVESTIGATOR(S): Derrick Donnell

PROJECT TITLE: Beginning Teachers' Satisfaction with Employment in Southwest Florida: Relationship to Attrition.

[ ] Contingent Approval
Dated: _____

[ ] Final Approval
Dated: _____

[X] Expedited
Dated: 4 Fed 2004

[ ] Exempt
Dated: _____

Committee Members:
Dr. Theodore Angelopoulos
Ms. Sandra Browdy
Dr. Jacqui Byers
Dr. Ratna Chakrabarti
Dr. Karen Dennis
Dr. Barbara Fritzsche
Dr. Robert Kennedy
Dr. Gene Lee
Ms. Gail McKinney
Dr. Debra Reinhart
Dr. Valerie Sims

Chair, IRB

Signed: _____
Dr. Sophia Dziegielewski

NOTES FROM **IRB** CHAIR (IF APPLICABLE):

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